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ABSTRACT

Data were gathered from 22 large Texas school districts (over 17,000 in average daily attendance) and 221 medium districts to assess school participation in federally supported programs designed to assist the advancement of educationally disadvantaged children. In this report, the data gathered from the sample school districts are arranged into 8 divisions: participants in programs for the disadvantaged, pupil personnel services for the disadvantaged, instructional programs for the disadvantaged, test data from the programs, personnel serving in the programs, personnel development, school dropout information involving the disadvantaged, and 1969-70 graduate follow-up. Interspersed with the data displays are remarks which transmit findings derived during the treatment of the data and which may not be apparent in the presentation. Some specific findings and conclusions follow: (1) medium districts were able to identify the students most in need of services and to provide the needed services; (2) Title I funds are insufficient to meet the needs of large districts; (3) the compensatory programs either did not have sufficient appeal to hold the disadvantaged student between the eighth and ninth grades and the ninth and tenth grades or less emphasis was placed on the programs at this stage of his progress; and (4) a need exists to improve the programs for counseling or interviewing students prior to leaving school. (H)

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PROGRAMS FOR THE DISADVANTAGED TITLE I, ESEA

TEXAS EDUCATION AGENCY, AUSTIN, TEXAS

ANNUAL REPORT

1970

1971

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PROGRAMS FOR THE DISADVANTAGED IN TEXAS FUNDED UNDER TITLE I, ESEA

ANNUAL REPORT 1970-71

Prepared by
Division of Assessment and Evaluation
Office of Planning
Texas Education Agency
Austin, Texas 78701
Phone Number: 512/475-4448

December 1971

COMPLIANCE WITH TITLE VI CIVIL RIGHTS ACT OF 1964

Reviews of the local educational agency pertaining to compliance with Title VI, Civil Rights Act of 1964, will be conducted periodically by staff representatives of the Texas Education Agency. These reviews will cover at least the following policies and practices:

1. Enrollment and assignment of students without discrimination on the ground of race, color, or national origin.

2. Assignment of teachers and other staff without discrimination on the ground of race, color, or national origin.

3. Non-discriminatory use of facilities.

4. Public notice given by the local educational agency to participants and other citizens of the non-discriminatory policies and practices in effect by the local agency.

In addition to conducting reviews, Texas Education Agency staff representatives will check complaints of non-compliance made by citizens and will report their findings to the United States Commissioner of Education.

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INTRODUCTION

Local school districts of Texas for the sixth consecutive year participated in federally supported programs designed to assist the advancement of educationally disadvantaged children. Federal assistance for those activities was provided through Title I, Elementary and Secondary Education Act of 1965, Public Law 89-10. The contents of this publication comprise the annual report of those programs for fiscal year 1971.

In view of the fact that there were 1,187 local school districts in Texas, a state sample was selected to be representative of the universe. The sample consisted of 243 school districts of which 22 had an ADA* of 17,000 or more each and those were referred to as large districts, while the remaining 221 had an ADA of less than 17,000 each and were termed medium districts.

Within the sample, which embraced a total enrollment of 1,438,820 students, were 222,082 educationally disadvantaged children who received specific instruction and/or services sponsored under Title I, ESEA. In order to provide a complete school program to those disadvantaged students, the districts expended a total of $149,780,984**. Of the total expenditure, $21,939,467,*** Title I funds were utilized in the compensatory programs and an additional $127,841,517 were expended from all other sources.

The basic statistics about the sample and the succeeding data relate only to fiscal year 1971 programs with the exception of the graduate follow-up information. Each student in the sample was identified with one of three ethnic groups: Spanish Surname, Negro or Other. The group addressed as "Other" included Anglo, Indian and Oriental. All agencies, other than the school districts, were referred to as "Other Agents."

The information gathered from the sample was subsequently arranged into eight major divisions and is presented in the report accordingly: Participants in Programs for the Disadvantaged; Pupil Personnel Services for the Disadvantaged; Instructional Programs for the Disadvantaged; Test Data from Programs for the Disadvantaged; Personnel Serving Programs for the Disadvantaged; Staff Development of Personnel Serving Programs for the Disadvantaged; School Dropout Information Involving the Disadvantaged; and 1969-70 Graduate Follow-up. Interspersed with the data displays are remarks which transmit findings derived during the treatment of the data and which are not necessarily apparent in the presentation.

*Average daily attendance
**1970-71 forecasted per capita cost ($674.44) x the disadvantaged participants
***Title I funds expenditure reported by sample districts

BASIC STATE STATISTICS

Number of School Districts in State	
Number of School Districts with Title I Funded Projects	
Percent of Total School Districts Having Projects Funded from Title I, ESEA	
Number of Regular Projects	
Number of Cooperative Projects	
Number of Schools in Cooperative Projects	
Total State Enrollment of Public Schools	
Total Direct Participants in Title I Funded Projects*	
Percent of State Enrollment Directly Participating	

*1970-71 Data Reflect the Number of Pupils Allocated for Participation in Programs Partially or Wholly Funded Through Title I, ESEA.

BASIC STATE SAMPLE STATISTICS

(This report is based upon the data gathered from the school districts comprising the selected state sample)

*This figure consists of 157,841 disadvantaged students allocated/approved for services under the provisions of Title I ESEA and 64,241 participants supported by local, state and other federal funding sources.

**Total state enrollment in nonpublic schools 128,907 (Private and Parochial Schools of Texas, 1970-71 Listing)

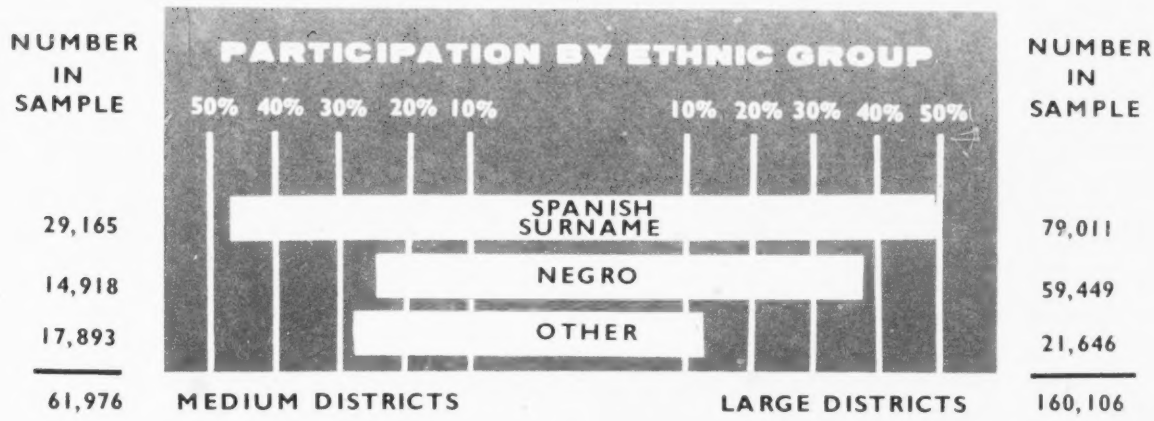
	1965-66	1966-67	1967-68	1968-69	1969-70	1970-71
	1,330	1,303	1,273	1,242	1,227	1,187
	1,133	1,155	1,157	1,107	1,091	1,061
	85.1%	88.6%	90.8%	89.1%	88.9%	89.4%
	661	716	750	749	763	849
	151	124	115	100	91	34
	474	439	407	358	328	296
	2,493,390	2,554,308	2,615,623	2,682,229	2,728,007	2,803,771
	415,011	421,211	438,704	598,080	467,858	398,224
	16.6%	16.5%	16.8%	22.29%	19.3%	14.2%

Item	Districts Under 17,000 ADA (Medium)	Districts 17,000 and Over ADA (Large)	Total Sample
Number of School Districts	221	22	243
Total Enrollment of Public Schools	320,885	1,117,935	1,438,820
Number of Public School Students Allocated for Programs for the Disadvantaged	61,465	96,376	157,841
Number of Public School Students Participating in Programs for the Disadvantaged*	61,967	160,106	222,082
Percent of Students Enrolled in Public Schools Participating in Programs for the Disadvantaged	19.3%	14.3%	15.4%
Total Enrollment of Nonpublic Schools**	5,964	27,925	33,889
Number of Nonpublic School Students Allocated for Programs for the Disadvantaged	732	4,434	5,166
Percent of Students Enrolled in Nonpublic Schools Participating in Programs for the Disadvantaged	12.3%	15.9%	15.2%

PARTICIPANTS IN PROGRAMS FOR THE DISADVANTAGED

PARTICIPATION BY GRADE LEVEL

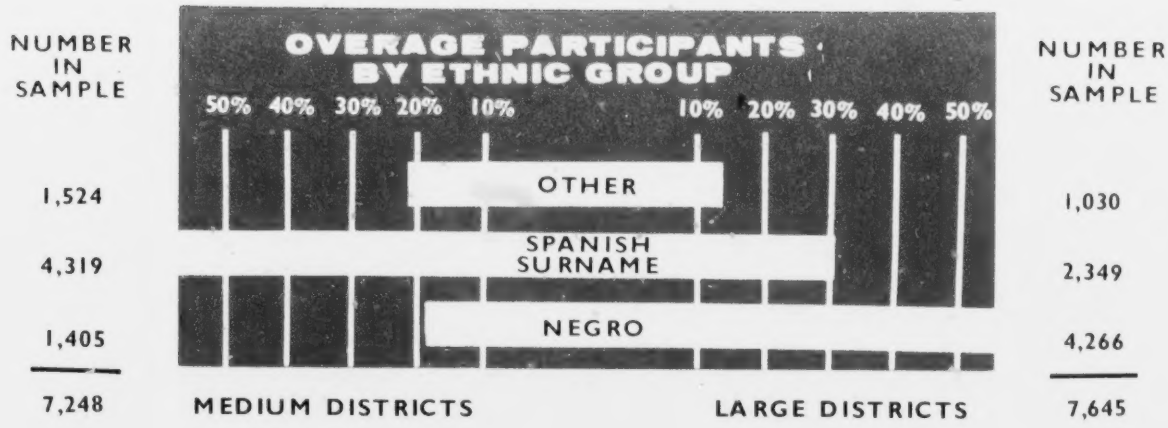
Grade	Participating Students
Pre-Kindergarten	3,218
Kindergarten	12,724
1	23,599
2	22,751
3	22,397
4	22,132
5	20,626
6	20,022
7	18,744
8	16,543
9	12,496
10	7,554
11	6,156
12	5,419
Ungraded	7,701



The majority of participants in programs for the disadvantaged were elementary grade students; this was true in both the medium and large districts.

In medium districts, five percent of disadvantaged participants were in prekindergarten and kindergarten compared with eight percent in the large districts.

	NUMBER	PERCENT
PARTICIPATION BY ETHNIC GROUP - TOTAL SAMPLE		
Spanish Surname	108,176	48.7
Negro	74,367	33.5
Other	39,539	17.8
	222,082	100.0
PARTICIPATION - PUBLIC AND NONPUBLIC		
Public enrollment	1,438,820	
Public participants	222,082	
Percent public participating		15.4
Nonpublic enrollment	33,889	
Nonpublic participants	5,166	
Percent nonpublic participating		15.2
PROGRESSION STATUS OF PARTICIPANTS (Not including pre-kindergarten and ungraded)		
Total Underage (Less than 5+ grade level)	5,255	2.5
Total On Age (5 or 6+ grade level)	191,015	90.5
Total Overage (Greater than 6+ grade level)	14,893	7.0



AGE RANGE OF STUDENTS OVERAGE

GRADE LEVEL	AGE SPAN
K	7-8
1	8-14
2	9-14
3	10-16
4	11-14
5	12-16
6	13-17
7	14-18
8	15-18
9	16- over 20
10	17- over 20
11	18- over 20
12	19- over 20

PUPIL PERSONNEL SERVICES FOR THE DISADVANTAGED

Large districts appeared to provide more transportation services for the disadvantaged than did medium districts - 21.6% to 11.3%.

Large districts provided the payment of fees (i.e., admission fees associated with enrichment and cultural activities, etc.) to a higher percentage of pupils than the medium districts - 13.7% to 6.5%.

Medium districts provided clothing to a higher percentage of children (approximately five times more) than the large districts - 6.1% to 1.1%.

NUMBER OF STUDENTS BY GRADE SPAN RECEIVING SERVICES FROM THE SCHOOL DISTRICT

	Prekin-dergarten	Kinder-garten	1-6	7-12	Ungraded El. & Sec.	Special Education
Social Services	1,347	3,552	31,484	17,998	547	854
Guidance & Counseling	1,115	3,313	45,948	27,596	1,189	1,531
Food						
Breakfast	949	1,347	9,433	1,107	96	812
Snack	628	4,359	2,626	125	428	141
Lunch	2,182	7,419	57,603	20,286	211	2,741
Medical						
Screening	2,396	5,437	41,314	11,923	1,783	1,975
Referral	197	2,037	16,339	3,905	268	617
Dental						
Screening	746	3,373	26,976	7,929	1,078	1,203
Referral	317	1,203	13,068	2,343	155	341
Clothing	36	352	4,087	821	3	246
Transportation	2,861	4,424	29,373	3,548	628	688
Fees	234	2,265	21,220	1,781	92	370
Psychological Services	315	578	6,699	1,506	40	1,720

Medium districts provided medical and dental screening to a higher percentage of pupils than the large districts. However, the percent of pupils referred was approximately the same. Possibly large districts were able to determine better which pupils needed screening whilemedium districts screenedall pupils.

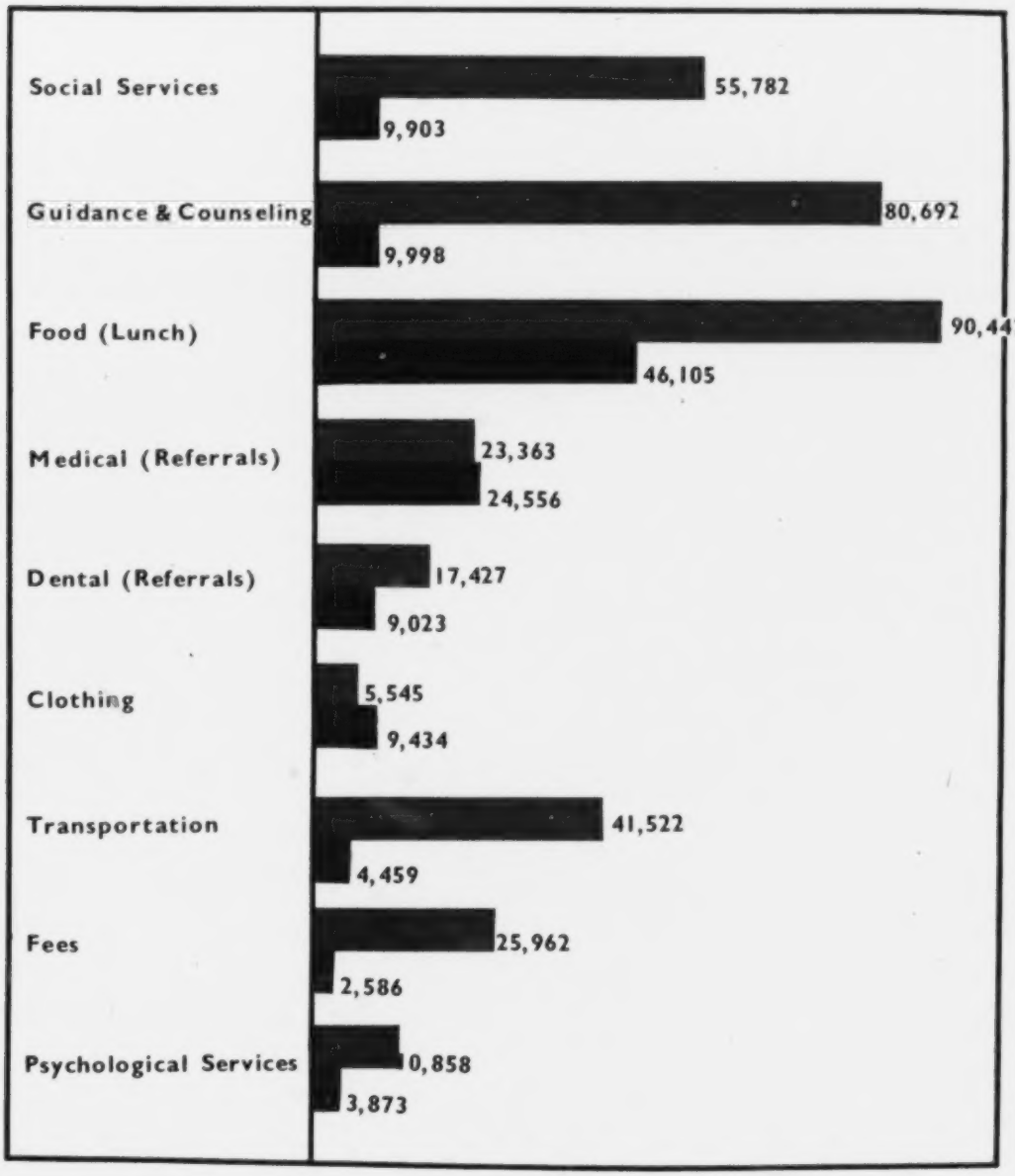
SOURCE OF PUPIL PERSONNEL SERVICE FUNDS

	DOLLARS	PERCENT
Title I, Regular	6,437,555	37.3
Title I, Migrant	78,977	.6
State	1,262,103	7.3
Local	9,439,537	54.8
Total	17,218,172	100.0

(These funds were those expended by the sample school districts in providing only pupil personnel services to students participating in compensatory programs sponsored under Title I, ESEA.)

	PERCENT
PERCENT OF PUPILS RECEIVING SERVICES FROM THE SCHOOL DISTRICT	
Social Services	25.1
Guidance & Counseling	36.3
Food	
Breakfast	6.2
Snack	3.7
Lunch	40.7
Medical	
Screening	29.2
Referral	10.5
Dental	
Screening	18.6
Referral	7.8
Clothing	2.5
Transportation	18.7
Fees	11.7
Psychological Services	4.9
PERCENT OF PUPILS RECEIVING SERVICES FROM OTHER AGENTS	
Social Services	4.5
Guidance & Counseling	4.5
Food	20.8
Medical	11.1
Dental	4.1
Clothing	4.2
Transportation	2.0
Fees	1.2
Psychological Services	1.7
Recreation	7.4

NUMBER OF PUPILS RECEIVING SERVICES FROM LOCAL SCHOOL DISTRICTS ■ AND OTHER AGENTS ■



INSTRUCTIONAL PROGRAMS FOR THE DISADVANTAGED

in each instructional area, except mathematics, the per pupil expenditure was greater in the medium districts than in the large districts.

$28,516,482 were expended for instruction to disadvantaged participants in the sample.

ENGLISH LANGUAGE ARTS
(PARTICIPATION BY ETHNIC GROUPS)

Grade Level	Spanish Surname	Negro	Other	Total
Prekindergarten	2,315	427	90	2,832
Kindergarten	2,972	1,772	964	5,708
1	4,334	3,384	923	8,641
2	3,539	2,786	684	7,009
3	3,145	2,207	410	5,762
4	2,530	1,847	470	4,847
5	2,359	1,086	492	3,937
6	2,136	1,661	512	4,309
7	1,116	504	699	2,319
8	1,049	488	714	2,251
9	709	528	424	1,661
10	660	451	350	1,461
11	483	486	248	1,217
12	356	197	223	776
Ungraded	657	30	25	712
Special Education	158	45	41	244
Total	**28,518**	**17,899**	**7,269**	**53,686**

ETHNIC DISTRIBUTION OF PARTICIPANTS IN ENGLISH LANGUAGE ARTS

Spanish Surname	53.1%
Negro	33.3%
Other	13.6%

COST OF ENGLISH LANGUAGE ARTS

Title I	$4,966,785
Other USOE Funds	10,650
Other Agents	738,101
State	2,196,343
Local	1,381,023
Total	$9,292,902

READING
(PARTICIPATION BY ETHNIC GROUPS)

Grade Level	Spanish Surname	Negro	Other	Total
Prekindergarten	524	5	30	559
Kindergarten	1,709	398	272	2,379
1	4,494	1,824	1,268	7,586
2	4,505	1,644	2,103	8,252
3	3,874	1,827	2,269	7,970
4	3,573	1,752	2,244	7,569
5	4,199	2,101	2,008	8,308
6	3,543	3,059	1,759	8,361
7	2,323	1,896	1,703	5,922
8	1,706	1,035	1,299	4,040
9	841	527	583	1,951
10	314	286	453	1,053
11	181	226	377	784
12	117	182	308	607
Ungraded	603	33	920	1,556
Special Education	260	336	284	880
Total	32,766	17,131	17,880	67,777

ETHNIC DISTRIBUTION OF PARTICIPANTS IN READING

Spanish Surname	48.3%
Negro	25.3%
Other	26.4%

COST OF READING INSTRUCTION

Title I	$7,142,673
Other USOE Funds	229,292
Other Agents	520,931
State	2,657,209
Local	3,017,966
Total	$13,568,071

MATHEMATICS
(PARTICIPATION BY ETHNIC GROUPS)

Grade Level	Spanish Surname	Negro	Other	Total
Prekindergarten	119		30	149
Kindergarten	894	298	132	1,324
1	2,048	1,017	519	3,584
2	1,375	476	372	2,223
3	831	746	319	1,896
4	931	359	517	1,807
5	752	457	530	1,739
6	657	418	418	1,493
7	1,146	965	563	2,674
8	870	736	541	2,147
9	805	496	330	1,631
10	470	604	233	1,307
11	135	406	139	680
12	91	214	152	457
Ungraded	258		732	990
Special Education	39	78	47	164
Total	11,421	7,270	5,574	24,265

ETHNIC DISTRIBUTION OF PARTICIPANTS IN MATHEMATICS

Spanish Surname	47.0%
Negro	30.0%
Other	23.0%

COST OF MATHEMATICS INSTRUCTION

Title I	$1,485,009
Other USOE Funds	119,292
Other Agents	148,133
State	446,102
Local	1,726,596
Total	$3,925,132

ENRICHMENT ACTIVITIES (PARTICIPATION BY ETHNIC GROUPS)

Grade Level	Spanish Surname	Negro	Other	Total
Prekindergarten	214	3	12	229
Kindergarten	1,091	2,949	170	4,210
1	1,867	5,856	399	8,122
2	1,378	2,764	300	4,442
3	1,500	2,657	224	4,381
4	1,413	3,761	320	5,494
5	1,453	3,628	336	5,417
6	1,091	2,768	263	4,122
7	319	891	89	1,299
8	218	360	89	667
9	248	132	67	447
10	219	161	54	434
11	20	150	32	202
12	9	171	25	205
Ungraded	633			633
Special Education	234	636	102	972
Total	11,907	26,887	2,482	41,276

ETHNIC DISTRIBUTION OF PARTICIPANTS IN ENRICHMENT ACTIVITIES

Spanish Surname	28.9%
Negro	65.1%
Other	6.0%

COST OF ENRICHMENT ACTIVITIES

Title I	$447,602
Other USOE Funds	-0-
Other Agents	9,450
State	11,049
Local	31,515
Total	$449,616

OTHER INSTRUCTIONAL AREAS* (PARTICIPATION BY ETHNIC GROUPS)

Grade Level	Spanish Surname	Negro	Other	Total
Prekindergarten	114		1	115
Kindergarten	1,415	2,269	210	3,894
1	1,519	3,083	227	4,829
2	1,376	2,767	312	4,455
3	1,207	2,706	276	4,189
4	906	1,467	147	2,560
5	1,184	1,159	224	2,567
6	871	1,035	228	2,134
7	666	251	79	996
8	537	212	122	871
9	113	111	125	349
10	199	57	97	353
11	108	72	31	211
12	56	70	29	155
Ungraded	21	7	4	32
Special Education	187	150	65	402
Total	10,479	15,416	2,217	28,112

*Other instructional areas include science, social studies, physical education and recreation, CVAE, special education and special innovative projects (in large districts).

ETHNIC DISTRIBUTION OF PARTICIPANTS IN OTHER INSTRUCTIONAL AREAS

Spanish Surname	37.3%
Negro	54.8%
Other	7.9%

COST OF INSTRUCTION IN OTHER AREAS

Title I	$ 956,070
Other USOE Funds	-0-
Other Agents	52,209
State	116,077
Local	106,405
Total	$1,230,761

PER PUPIL EXPENDITURE FOR COMPENSATORY PROGRAM INSTRUCTION

	MEDIUM DISTRICTS	LARGE DISTRICTS
English Language Arts	$232	$142
Reading	234	170
Mathematics	105	186
Enrichment Activities	44	9

PERCENT OF TOTAL SAMPLE PARTICIPANTS WHO RECEIVED INSTRUCTION IN EACH SUBJECT

SUBJECT AREA:

English Language Arts	24.2
Reading	30.5
Mathematics	10.9
Enrichment Activities	18.6
Other Instructional Areas	12.6

Agents other than the public school district provided instructional services or funds for instructional services to 33,315 students or 15% of all disadvantaged participants in the sample. (i.e., OEO, Headstart, VISTA, AFDC, NYC, Texas Rehabilitation Agency.)

TEST DATA FROM PROGRAMS FOR THE DISADVANTAGED

The test data displayed in this report were from districts that provided results from a select group of four of the major standardized tests.

These data exhibit the amount of gain pupils made for each month the pupils were assumed to have received instruction.

GRADE	NUMBER OF PUPILS TESTED	MEAN GAIN PER ASSUMED MONTH OF INSTRUCTION	NUMBER OF DISTRICTS
2	985	.7	5
3	1,671	.6	10
4	867	.8	8
5	969	.9	10
6	1,145	.9	8
7	35	.4	22
8	29	.7	2

READING TEST RESULTS PRESENTED IN MEAN GAINS PER ASSUMED MONTH OF INSTRUCTION

(RESULTS FROM LARGE DISTRICTS)

GRADE	NUMBER OF PUPILS TESTED	MEAN GAIN PER ASSUMED MONTH OF INSTRUCTION	NUMBER OF DISTRICTS
2	918	1.0	50
3	1,095	.7	57
4	850	1.0	61
5	973	.7	52
6	543	.6	37
7	428	.8	24
8	556	.7	27

READING TEST RESULTS PRESENTED IN MEAN GAINS PER ASSUMED MONTH OF INSTRUCTION

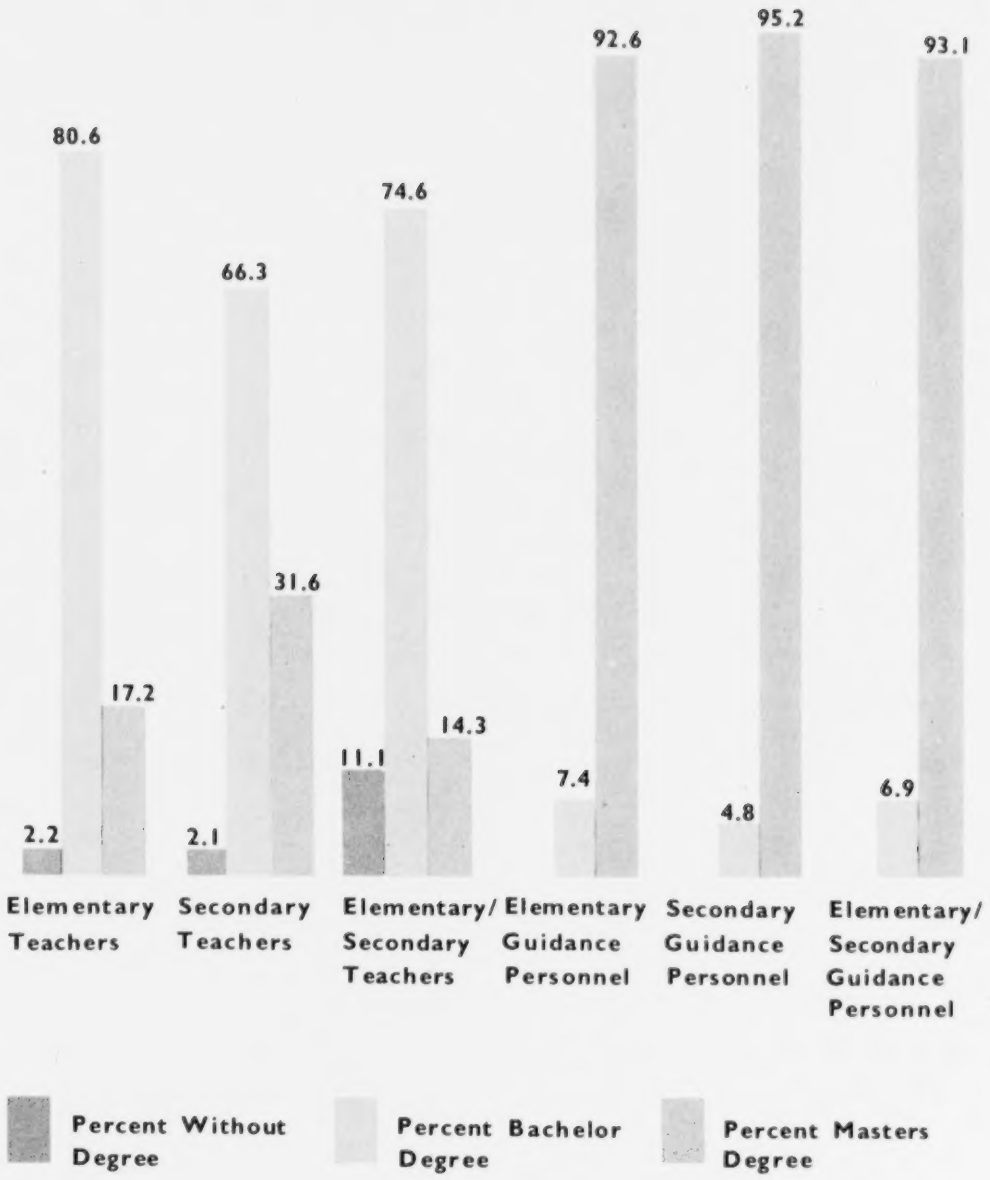
(RESULTS FROM MEDIUM DISTRICTS)

PERSONNEL SERVING PROGRAMS FOR THE DISADVANTAGED

Approximately 50% of the teachers serving disadvantaged pupils had one to two years of experience in these programs.

Approximately 60% of the aides had one to two years of experience working in compensatory programs.

	NUMBER	PERCENT
TEACHERS AND AIDES		
Elementary Teachers	1,866	50.8
Secondary Teachers	332	9.0
Elementary/Secondary Teachers	63	1.7
Aides	1,416	38.5
	3,677	100.0
GUIDANCE PERSONNEL		
Elementary	54	51.9
Secondary	21	20.2
Elementary/Secondary	29	27.9
	104	100.0



DEGREE STATUS OF PROFESSIONAL STAFF

One hundred ten nurses served the disadvantaged participants.

The professional attendance personnel serving compensatory programs totaled 70.

CERTIFICATION STATUS OF PROFESSIONAL STAFF			
	Percent Regular Certification	Percent Emergency Certification	
		DEGREE	NO DEGREE
Elementary Teachers	88.6	9.2	2.2
Secondary Teachers	90.4	7.5	2.1
Elementary/Secondary Teachers	85.7	3.2	11.1
Elementary Guidance Personnel	90.7	9.3	—
Secondary Guidance Personnel	100.0	—	—
Elementary/Secondary Guidance Personnel	96.6	3.4	—

The majority of professional personnel serving disadvantaged students spent from 75 to 100 percent of the working day in these programs.

AVERAGE NUMBER OF YEARS PERSONNEL HAVE SERVED IN PROGRAMS FOR THE DISADVANTAGED

	Years
Elementary Teachers	2.1
Secondary Teachers	3.2
Elementary/Secondary Teachers	2.5
Elementary Guidance Personnel	4.1
Secondary Guidance Personnel	5.1
Elementary/Secondary Guidance Personnel	3.3
Aides	2.4

Staff development activities included workshops, college courses, study groups, professional meetings, project visitations and district conferences.

STAFF DEVELOPMENT OF PERSONNEL SERVING PROGRAMS FOR THE DISADVANTAGED

Many personnel participated in more than one training activity.

The most popular staff development activity was the workshop - of those receiving training, 87 percent attended workshops.

	NUMBER	PERCENT
PERSONNEL WHO RECEIVED TRAINING (UNDUPLICATED)		
Teachers	2,241	56.2
Aides	1,576	39.6
Other Personnel	168	4.2
	3,985	100.0
FUNDS EXPENDED FROM ALL SOURCES FOR TRAINING OF PERSONNEL SERVING PROGRAMS FOR THE DISADVANTAGED		
Teachers	$205,891	40.9
Aides	253,253	50.3
Other Personnel	44,629	8.8
	503,773	100.0
PORTION OF EACH GROUP THAT PARTICIPATED IN COMBINED TRAINING (TEACHER/AIDE TRAINING)		
Teachers	1,115	49.8
Aides	1,295	82.2
Other Personnel	94	56.0

2,504 or 62.8 percent of all personnel trained participated in combined training.

SCHOOL DROPOUT INFORMATION INVOLVING THE DISADVANTAGED

REASONS FOR DROPPING OUT
Physical
Mental
Economic
Marriage/Pregnancy
Underachiever/Overage
Lack of Communication Skills
Disciplinary Action
Curriculum Unsuited to Pupil's Needs
Unknown
Other
Total Per Grade

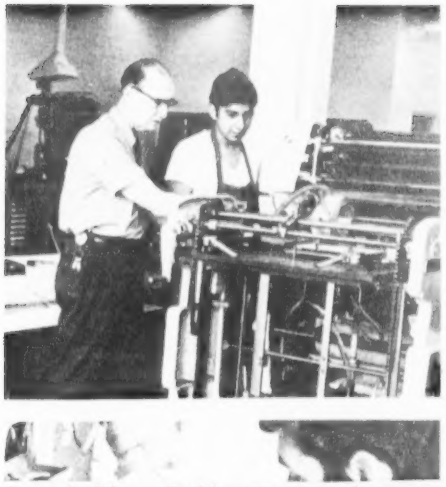
A dropout is considered to be any pupil who leaves a school, for any reason except death, before graduation or completion of a program of studies and without transferring to another school.

REASONS FOR DROPPING OUT
Physical
Mental
Economic
Marriage/Pregnancy
Underachiever/Overage
Lack of Communication Skills
Disciplinary Action
Curriculm Unsuited to Pupil's Needs
Unknown
Other
Total Per Grade

DROPOUTS FROM EDUCATIONALLY DISADVANTAGED POPULATIONS								
5	6	7	8	9	10	11	12	TOTAL
1	13	37	44	51	64	61	21	292
5	2	13	11	24	33	16	18	122
4	15	39	122	243	411	361	248	1,443
2	5	60	142	296	388	330	202	1,425
7	11	48	87	246	262	235	132	1,028
1	5	18	35	64	52	55	15	245
	7	34	58	98	104	91	38	430
1	4	22	18	106	122	124	45	442
16	43	64	88	317	336	292	182	1,338
10	21	52	43	184	188	183	139	820
47	126	387	648	1,629	1,960	1,748	1040	7,585

DROPOUTS FROM TOTAL SCHOOL ENROLLMENT AT EACH GRADE LEVEL								
5	6	7	8	9	10	11	12	Total
40	67	112	158	255	353	355	202	1,542
5	10	28	55	240	194	151	48	731
5	19	103	261	716	1,408	1,424	1,054	4,990
5	13	113	330	750	1,124	1,110	823	4,260
9	18	104	197	853	742	606	383	2,912
1	5	40	64	216	158	177	79	740
1	18	82	240	425	481	483	245	1,975
1	6	34	107	338	409	430	269	1,594
86	205	412	412	1,085	1,330	1,094	795	5,419
18	86	184	281	820	1,651	1,427	846	5,313
171	447	1,212	2,105	5,698	7,850	7,257	4,744	29,484

1969-70 GRADUATE FOLLOW-UP



Disregard the color coding utilized on pages 32 and 33. Following each major heading, the two upper blocks indicate the number and percentage of 1969-70 graduates from the educationally disadvantaged population, while the two lower blocks indicate the number and percentage of all other 1969-70 graduates.

EXAMPLE

GRADUATES	9,854	13.5%	-EDUCATIONALLY DISADVANTAG
	63,124	86.5%	-ALL OTHERS

	EDUCATIONALLY DISADVANTAGED	ALL OTHERS
GRADUATES	9,854	13.5%
	63,124	86.5%
Total	72,978	100.0%
PORTION OF EACH GROUP OF GRADUATES THAT RECEIVED VOCATIONAL TRAINING AT THE SECONDARY LEVEL	4,855	49.3%
	23,047	36.5%
27,902 or 38.2% of total graduates received vocational training at the secondary level.		

PORTIONS OF THOSE GRADUATES WHO RECEIVED VOCATIONAL TRAINING AT THE SECONDARY LEVEL AND WERE EMPLOYED IN THE AREA OF VOCATIONAL TRAINING	1,799	37.1%
	4,708	20.4%
6,507 or 23.3% of all graduates who received vocational training at the secondary level were employed in occupations requiring vocational training		
PORTION OF EACH GROUP OF GRADUATES THAT WAS EMPLOYED IN THE AREA OF VOCATIONAL TRAINING	1,799	18.3%
	4,708	7.5%
6,507 or 8.9% of total graduates were employed in their area of vocational training.		
PORTION OF EACH GROUP OF GRADUATES THAT WAS EMPLOYED (THIS DATA INCLUDES THOSE EMPLOYED IN THEIR AREA OF VOCATIONAL TRAINING)	3,345	33.9%
	11,164	17.7%
14,509 or 19.9% of total graduates were employed.		
PORTION OF EACH GROUP OF GRADUATES TAKING POST-GRADUATE TRAINING	1,059	10.7%
	3,275	5.2%
4,334 or 5.9% of total graduates were taking post-graduate training.		
PORTION OF EACH GROUP OF GRADUATES IN COLLEGE	2,559	26.0%
	35,563	56.3%
38,122 or 52.2% of total graduates were in college.		
PORTION OF EACH GROUP OF GRADUATES IN THE ARMED FORCES	1,102	11.2%
	3,082	5.0%
4,184 or 5.7% of total graduates were in the armed forces.		

FINDINGS AND CONCLUSIONS

After extensive treatment of the data, due deliberation and discussion of the varied implications, and review of all related aspects, the following was discerned:

- The number of pupils in medium school districts allocated for Title I aid was within one percent of the number who actually participated. This is an indication that medium districts were able to identify the students most in need of services and to provide the needed services.

- In large districts, a greater number of students were served through compensatory programs than were allocated. The number allocated was 60 percent of those actually served. This implies that either identification of the target population was inadequate or that the system for determining allocation was a constraint. Providing for the needs of the additional disadvantaged students required increased funds from local, state and other federal funding sources. This perhaps is an indication that Title I funds are insufficient to meet the needs of large districts.

- The sharpest declines in participation took place between the eighth and ninth grades (4,047) and the ninth and tenth grades (4,942). This implies that the compensatory programs either did not have sufficient appeal to hold the disadvantaged student at this point in time or less emphasis was placed on the programs at this stage of his progress. In any case, this appears to be a critical point in the pupil's progression.

- The Negro ethnic group was the second largest group of participants (37.1 percent) in the programs in large districts, however, this group comprised 55.8 percent of the overage participants in the large districts. This tends to indicate that increased attention should be directed toward improvement of their progression.

- The pupil personnel services provided by school districts most widely utilized by disadvantaged participants were in descending order the lunch program, guidance and counseling, and medical screening. It appears, due to the influence these activities have on student progress, that attention was properly directed to important and pressing needs.

- As was the case with local school districts, other agents also directed their strongest efforts to providing for the food needs of disadvantaged children. This further highlights the need for continued attention to the level of support in this area of assistance.

- In medium school districts, other agents provided medical services to a higher percent of students than did other agents in large districts, 22.3 percent to 6.7 percent. However, this information was difficult to collect in large districts and many of the services which were actually provided may not have been reported.

- Clothing was provided to a higher percent of pupils by other agents in medium districts than was provided by other agents in large districts, 6.0 percent to 3.6 percent. It may be possible to identify individual needs more easily in medium districts.

- In the instructional areas, the highest concentrations of disadvantaged pupils participated in either English language arts, reading, or mathematics programs. There were a few districts that elected to conduct compensatory programs in science, social studies, physical education and recreation, and coordinated vocational-academic education programs. Although needs exist in other instructional areas the predominance still is in the basic foundation subjects.

- The total expenditure of $28,466,482 for compensatory instructional programs emphasizes the predominance of attention that was directed to assisting the disadvantaged student in the instructional area. Indications are that the trend should be for increased emphasis in this direction.

- Standardized test data were requested from all districts where academic programs were conducted for educationally disadvantaged pupils. The results were reported in mean grade equivalents for all pupils tested in a particular subject area. However, due to numerous problems, the information was very difficult to use in a statewide analysis of the effectiveness of the programs. Districts were not provided guidelines for selecting standardized tests for these programs. Results received were from a wide variety of tests and combinations of tests. Not all pupils were administered standardized tests. Testing periods differed from one district to another. Some tested in both the fall and spring; some only in the fall; others only in the spring. For comparison test results had to be converted to a like base which caused some distortion of the data. It can only be assumed that each pupil received instruction during the full period between test dates. In order to effectively evaluate the progress of students in these programs, attention should be directed toward uniformity in test selection and administration, and processing and reporting test results.

- Both pre- and post-tests were not always available; consequently, many districts did not report test results. Therefore, the effects of the programs upon many students were not adequately measured. This would indicate a need for advance planning in program administration.

- Approximately 89 percent of all teachers had regular certification. The remaining 11 percent held emergency certificates. Two percent of the teachers were non-degreed. The staffing for these programs is not peculiar to the average school situation. Certain circumstances limit the availability of degreed personnel.

- All guidance personnel were college graduates and 94 percent held regular certificates for their professional positions. The programs were staffed with qualified personnel to perform this important service.

- Approximately 65 percent of the elementary guidance personnel have served in compensatory programs from one to two years, while 86 percent of the secondary guidance personnel have served disadvantaged students six or more years. Apparently proper attention has been directed to the area requiring more experience.

- The personnel mentioned in this report were only a portion of the people who provided for the disadvantaged students. Many other people also served in compensatory programs such as bus drivers, administrators, consultants (a wide variety), secretaries, food service personnel, clerks, nurses, attendance personnel, custodians, and many more.

- Approximately 63 percent of all personnel who received training participated in combined teacher/aide training. This may indicate that personnel are becoming more aware of the cooperative venture associated with these programs.

- During the FY 71 program 50 percent of the funds expended for training were utilized for aide training. Recognizing the increasing scope of services performed by these personnel, constant attention should be directed toward this effort.

- The highest incidence of dropouts from both the total enrollment and the disadvantaged participants occurred at the tenth grade level. Reasonable assumption is that the student reached the employment age and, for the disadvantaged in particular, felt the need for an income. Attention should be directed toward the improvement and/or expansion of programs beginning at the seventh or eighth grade levels and continuing through the twelfth grade as possible methods for reducing the dropout rate.

- School districts reported they did not know why 18 percent of the dropouts left school. This was true for the dropouts from the total school enrollment and from among the disadvantaged students. This indicates a need to improve the programs for counseling or interviewing students prior to leaving school.

- In a proportionate comparison within each group of 1969-70 graduates, a larger portion of the disadvantaged (45 percent) were either employed or in the armed forces compared to the other graduates (23 percent), while a larger portion of the other graduates (56 percent) were in college compared to the disadvantaged (26 percent).

- Approximately 20 percent of the medium districts did not report graduate follow-up program information. To better determine the effects the compensatory programs have on the student population requires a comprehensive and current graduate follow-up program.

- Review of the 1969-70 graduate follow-up data disclosed that 1,789 graduates from the disadvantaged group and 10,040 of the other graduates were unaccounted. Acknowledging that a small portion of those missing for one reason or another (i.e., death, institutionalized, etc.) can be dismissed, the remainder indicates that either the 1969-70 graduates experienced a high rate of unemployment and consequently were not reported or the systems for follow-up were weak. Future studies should consider this unknown quantity.